

RAC School Improvement Plan Template Instructions

Template Version 4.3

Date of Version 3/26/15

INSTRUCTIONS: Please follow the steps below.

Overall Guidelines

Green sheets require content to be entered.

Yellow boxes correspond to the step number

Click on the **step number in green** on the left of each step to go to the corresponding sheet. Or use your mouse to navigate across sheets at the bottom of the application.

Click on the **purple button** on the top of each sheet to return to this "Instructions" page.

Blue sheets are summary sheets that are programmed to self-populate.

CAUTION: To avoid errors with built in formulas and self-populating cells PLEASE DO NOT delete or rename tabs, or cut & paste.

Steps to set-up the file

- 1 Rename the file **RACREGION#_CDS_School Name.xls**. Example **RAC4_000000001_NJElementary.xls**

Steps to input the information

- 2 Go to sheet "Title." Select the school from the drop down menu.
- 3 Go to sheet "SIP Team". Identify the members of the School Improvement Plan committee. Follow the instructions on the sheet. Use the drop-down menu for multiple fields.
- 4 Go to sheet "SIP Team Meetings" to record the dates for all School Improvement Plan committee meetings.
- 5 Go to sheet "QSR Summary" to enter the results from the Quality School Review rubric. Follow the instructions on the sheet.
- 6 Go to sheet "Data Analysis." Follow the instructions on the sheet. Think through the following questions in completing the data analysis:
 - . What does this metric tell you?
 - . What questions arise from these data?
 - . What other forms of data would you like to review?
 - . What is the impact on achievement?
 - . What trends emerge?
- 7 Go to sheet "Root Cause Analysis." Follow the instructions on the sheet.
- 8.i Go to sheet "SMART Goal (1)." Follow the instructions on the sheet. Use the drop-down menu for multiple cells
- 8.ii Go to sheet "SMART Goal (2)." Follow the instructions on the sheet. Use the drop-down menu for multiple cells
- 8.iii Go to sheet "SMART Goal (3)." Follow the instructions on the sheet. Use the drop-down menu for multiple cells
- 8.iv Go to sheet "SMART Goal (4)." Follow the instructions on the sheet. Use the drop-down menu for multiple cells

Review output and check quality of information

- 9 Review sheet "Budget Summary." Ensure that budget types and sources correspond to entries on intervention strategies.
- 10 Go to sheet "Confirmation." Follow the instructions on the sheet.
- 11 Select upper left icon, then "print". Select "Print entire workbook" on bottom left of print pop up.
- 12 Review pages and correct any sheet as necessary.
- 13 Submit file to RAC staff.

Modifying Cells to Display Text/Adjusting Row Height

Select the cell you would like to modify. Next, click on "Home" tab. Then, under "Format," select "Autofit Row Height." The full text for the selected cell should then be visible.

For questions, please contact the RAC staff in your region, or email RAC@doe.state.nj.us.



School:	2 Sovereign Ave School
Region:	7
County:	Atlantic
District:	Atlantic City
CDS:	010110030
RAC Classification:	Focus
Rationale:	Highest Within-School Gaps: <i>Special Ed, LEP</i>

School Improvement Plan Committee Members

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A school improvement plan committee must be developed in order to organize and oversee the Quality School Review process and lead the development of the School Improvement Plan. The purpose of this SIP committee is to ensure that the school improvement plan addresses student achievement needs, to monitor the implementation of the plan, and to revise the plan, when appropriate.

3

Select committee members to develop the School Improvement Plan. The committee should include a diverse set of members including school leaders and staff members, district leaders, parents/guardians, as well as RAC staff

Please Note:

Identify the stakeholders who participated in the needs assessment and/or development of the plan.

Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures

				Please insert an "X" to indicate participation in:			
Position	Name	Email	Phone Number	Quality School Review (QSR) / Needs Assessment	Development of SMART Goals & Intervention Strategies	Signature	Date
Principal	Medina Peyton	mpeyton@acboe.org	(609) 343-7260	X	X		
Vice Principal	Joseph Potkay	jpotkay@acboe.org	(609) 343-7260	X	X		
Teacher/SE	Nina Ficca	nficca@acboe.org	(609) 343-7260	X	X		
Teacher	Helen Iaconelli	hiaconelli@acboe.org	(609) 343-7260	X	X		
Teacher	Kristen Williams	krwilliams@acboe.org	(609) 343-7260	X	X		
Teacher/LEP	Sunae Usyk	susyk@acboe.org	(609) 343-7260	X	X		
Coach - Literacy	Virginia Torres	vtorres@acboe.org	(609) 343-7260	X	X		
Coach - Literacy	Regina Haupin	rhaupin@acboe.org	(609) 343-7260	X	X		
Coach - Math	Jose Jacobo	jjacobo@acboe.org	(609) 343-7260	X	X		
Teacher	Lisa Holland	lisaholland@acboe.org	(609) 343-7260	X	X		
Teacher	Linda Mattner	lmattner@acboe.org	(609) 343-7260	X	X		
Teacher	Amy Barbetto	abarbetto@acboe.org	(609) 343-7260	X	X		
Technology Coordinator	Williams Sommers	wsommers@acboe.org	(609) 343-7260	X	X		
Coach - LEP	Dan Angelo	dangelo@acboe.org	(609) 343-7260	X	X		
Teacher	Alice Carcilli	acarcilli@acboe.org	(609) 343-7260	X	X		

QSR and Intervention Strategy Development Process

A school improvement plan committee must be developed in order to organize and oversee the Quality School Review process and lead the development of the School Improvement Plan. The purpose of this SIP committee is to ensure that the school improvement plan addresses student achievement needs, to monitor the implementation of the plan, and to revise the plan, when appropriate.

4

List the dates of the meetings when the Stakeholder/SIP Committee discussed the QSR and SIP development.

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Quality School Review Details

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Refer to the language from the QSR Rubric to fill in the Overall Strengths and Areas of Improvement Summary sections.

Use the link below to access the QSR rubric from the DOE website:
<http://www.state.nj.us/education/rac/pres/QSRRubric.pdf>

Use the language from the QSR rubric to enter the summary of findings aligned to each indicator based on data and/or observations. Click on the Indicator # for the description.

Please use the drop-down menu for the Rating column. Rating scores below proficient will appear in red or yellow. Please be sure to address these areas in your plan.

Turnaround Principle	Indicator #	Rating	Overall Strengths Summary	Areas of Improvement Summary
1 - School Leadership	1.1	3 - Proficient	All classrooms are staffed with effective or highly effective teachers. In addition, the principal puts in place measurable systems to engage families in a variety of school activities ranging from celebrations to academically based workshops.	While the principal articulates the the expectation that all teachers will implement the CCSS, there is no systematic plan to insure that all teacher instruction is aligned across all classrooms. District assessments are not always available as scheduled.
	1.2	3 - Proficient		
	1.3	3 - Proficient		
	1.4	3 - Proficient		
	1.5	2 - Developing		
	1.6	3 - Proficient		
	1.7	3 - Proficient		
	1.8	3 - Proficient		
	1.9	3 - Proficient		
	1.10	3 - Proficient		
2- School Climate & Culture	2.1	3 - Proficient	Students and adults feel safe and ready to learn and teach; the facility is clean and in good working order.	There are not defined expectations for classroom practice and does not provide academic interventions for all groups of students at each level.
	2.2	3 - Proficient		
	2.3	3 - Proficient		
3 - Effective Instruction	3.1	3 - Proficient	Teachers use a variety of instructional and response strategies and students are actively engaged in their learning. Teachers use student learning data to inform their selection of instructional and response strategies.	Instructional strategies and groups remain largely fixed, even while the teacher seeks to address gaps in student understanding. Interventions for students who do not master student learning objectives are sporadic and not embedded into instructional practice.
	3.2	3 - Proficient		
	3.3	3 - Proficient		
	3.4	3 - Proficient		
	3.5	3 - Proficient		
	3.6	3 - Proficient		
4 - Curriculum, Assessment and Intervention System	4.1	3 - Proficient	The principal insures that teachers have access to appropriate 21st century resources, materials, and equipment aligned to the school improvement plan.	There is no systematic means to determine if students are two or more grade levels behind in math.
	4.2	3 - Proficient		
	4.3	3 - Proficient		
	4.4	3 - Proficient		
	4.5	3 - Proficient		

Quality School Review Details

5

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Use the language from the QSR rubric to enter the summary of findings aligned to each indicator based on data and/or observations. Click on the Indicator # for the description.

Please use the drop-down menu for the Rating column. Rating scores below proficient will appear in red or yellow. Please be sure to address these areas in your plan.

Turnaround Principle	Indicator #	Rating	Overall Strengths Summary	Areas of Improvement Summary
5- Effective Staffing Practices	5.1	2 - Developing	Teacher driven professional development focuses on student learning, progress toward student learning challenges and progress toward student achievement goals.	Staffing is handled at the district level, and our school based administration has little control.
	5.2	3 - Proficient		
	5.3	3 - Proficient		
	5.4	3 - Proficient		
	5.5	3 - Proficient		
6 - Enabling the Effective Use of Data	6.1	3 - Proficient	Teachers have on demand access to and are using data that are clear and easy to analyze. Instructional strategies, student groupings, and targeted interventions are informed by the data.	Teachers have data "events" where they focus on analyzing formative assessment data.
	6.2	3 - Proficient		
	6.3	3 - Proficient		
7- Effective Use of Time	7.1	3 - Proficient	Transition times are used effectively to maximize learning.	Teachers have time scheduled for grade/content level meetings. There is a basic calendar of teacher collaboration time.
	7.2	3 - Proficient		
	7.3			
8- Family & Community Engagement	8.1	3 - Proficient	Family members are actively informed about student progress toward learning goals and feel included in instructional decisions through regularly wcheduled parent-teacher conferences, progress reports, report cards, and other means.	Due to Atlantic City's current economic circumstances, the school could provide a central location to become aware of and connected with community based services.
	8.2	3 - Proficient		

Data Review & Analysis

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For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.

Think through the following questions in completing the data analysis:

. What questions arise from these data?

. What trends emerge?

. What is the impact on achievement?

. What does this metric tell you?

. What other forms of data would you like to review?

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
ESEA Waiver Progress Targets / Achievement					
Schoolwide Performance Targets [Priority & Focus Schools]	Annual schoolwide proficiency targets in ELA and Math for 2013-2014 year, established under ESEA waiver	ELA - 59.1% Math - 77.2%	School Accountability Progress Targets	2013-2014 Targets: ELA - 59.1%, Math - 77.2% 2013-2014 Scores: ELA - 51.2%, Math - 66.5% Neither the target for ELA nor the target for Math were met in 2013-2014.	Math scores remain high, but because of the high target scores, more attention is needed.
Subgroup Performance Targets [Focus schools]	Annual proficiency targets for the two lowest performing subgroups in ELA and Math for 2013-2014 year, established under ESEA waiver	ELA (ELL) - 38.2%, MATH (ELL) - 59.5% ELA (SWD) - 32.5%, MATH (SWD) - 58.2%	School Accountability Progress Targets	2013-2014 SWD Targets: ELA - 32.5%, Math - 58.2% 2013-2014 SWD Scores: ELA - 18.3%, Math 33.8% Neither 2013-2014 goal met. 2013-2014 LEP Targets: ELA - 38.2%, Math - 59.5% 2013-2014 LEP Scores: ELA -20.7%, Math - 50% Both goals met with confidence interval.	LEP met their target score in 2013-2014, but were at the bottom range of the confidence interval.
Benchmark assessment (Participation)	Participation rates from 2014-2015 end of unit assessments	<ul style="list-style-type: none"> Identify overall rate Identify patterns by grade/department Identify patterns by teacher Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) 	edConnect; Data management system	Participation on benchmark assessments in both ELA and Math were over 95%, both overall and within sub groups. There were no anomolous participation rates from particular teachers or with particular subgroups.	Participation rates remain strong at all grade levels.
Benchmark Assessment (Proficiency)	Student performance on 2014-2015 end of unit assessments	<ul style="list-style-type: none"> Identify patterns by grade/subject/department Identify patterns by teacher Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) Identify change over time Identify patterns by chronic absenteeism 	edConnect; Data management system	Math Benchmark 1 Pre Post 3 Grade Avg 39.28% 61.43% Percent increase from pre to post 56.39% 4 Grade Avg 35.16% 40.61% Percent increase from pre to post 15.50% 5 Grade Avg 35.04% 52.93% Percent increase from pre to post 51.05% 6 Grade Avg 33.64% 57.21% Percent increase from pre to post 70.09%	Data needs to be examined at a deeper level to address specific areas of low performance, such as 4th grade ELL lexile growth.

Data Review & Analysis

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Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
NJASK/HSPA	Student performance on 2013-2014 state assessments	<ul style="list-style-type: none"> Identify overall rate Identify patterns by grade/department/subject Identify patterns by teacher Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL); Identify patterns by chronic absenteeism 	Title I Accountability Data System	2013-2014 Targets: ELA - 59.1%, Math - 77.2% 2013-2014 Scores: ELA - 51.2%, Math - 66.5% 2013-2014 SWD Targets: ELA - 32.5%, Math - 58.2% 2013-2014 SWD Scores: ELA - 18.3%, Math 33.8% 2013-2014 LEP Targets: ELA - 38.2%, Math -59.5% 2013-2014 LEP Scores: ELA -20.7%, Math - 50%	ELA continues to be an area of focus for the school. Math scores seem to be increasing or remaining at current levels.
SGP	Student growth on state assessments (2013-2014) grades 4-8	<ul style="list-style-type: none"> Identify overall schoolwide growth performance by content Identify interaction between student proficiency level on the NJ ASK and student growth scores 	School Performance Reports	SGP ELA - 54 SGP Math 56 Targets were met in both areas	SGP in math and literacy is well above the state benchmark of 35.
ACCESS for ELLs	Student performance of English Language Learners on English language proficiency (2013-2014) grades K-12	<ul style="list-style-type: none"> Identify overall rate Identify patterns by grade level 	AMAO Data Report	61% of ELL Students met the AMAO goal for 2013-2014. 1st - 74%, 2nd - 57%, 3rd - 84%, 4th - 67%, 5th - 83%, 6th - 71%, 7th - 18%, 8th - 67%	ELL subgroup remains a focus for the school.
Environmental					
Enrollment	Number of students enrolled in your building	<ul style="list-style-type: none"> Identify overall enrollment and trends Identify enrollment by grade and subgroup 	District SIS	Overall Enrollment - 783 K - 95 1st - 89 2nd - 87 3rd - 78 4th - 73 5th - 68 6th 92 7th - 99 8th - 102	Decrease over grades K-5 may be related to students exiting bilingual program and returning to their home schools for sheltered instruction. Increase between grades 5 & 6 is due to Brighton Ave. Students coming to Sovereign for grades 6-8.
Attendance rate (Student)	The average daily attendance for students in your building	<ul style="list-style-type: none"> Identify overall rate Identify patterns by grade Identify patterns by teacher Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) Identify chronic absenteeism Identify interventions 	District SIS	Schoolwide - 96.5% Subgroup 1 - 95% Subgroup 2 - 94.5%	Subgroup absences are increasing as year progresses, school overall is holding steady.

Data Review & Analysis

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. What questions arise from these data?

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Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
Attendance (Staff)	The average daily attendance for staff	<ul style="list-style-type: none"> Identify overall rate Identify patterns by grade /department Identify chronic absenteeism Identify reasons for absenteeism 	Personnel system; Professional development schedule	Staff attendance rate - 90%	Staff attendance rate is down from last year.
Discipline	The number of suspensions, expulsions, and incident reports	<ul style="list-style-type: none"> Identify overall rate Identify types of incidents Identify patterns by grade Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) Identify chronic offenders 	District SIS; School behavior management reports	% of suspensions, expulsions, and incident reports is <1%.	Not a problem area for the school.
Graduation Cohort Analysis	Identifies the students in each cohort who are on track to graduate (HS only)	<ul style="list-style-type: none"> Identify overall projected graduation rate Identify students who have dropped out Identify students with credit deficiencies Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) Identify interventions 	NJ SMART, District SIS	N/A	N/A
Culture and Climate Survey	Results from survey(s)	<ul style="list-style-type: none"> Identify staff satisfaction Identify perception of environment Identify perception of support Identify perception of students behavior Identify perception of adult culture 	NJSCS reports; PBSIS; Other survey tools	Parent Satisfaction with school performance in every category is over 88%, including behavior/discipline, staff support, and general environment. Student satisfaction with the same markers is above 85%, and teacher satisfaction begins at 78% and rises.	In all groups, the lowest areas relate to district based communication, such as the information on the website and in the Student Handbook
Instruction					
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument	<ul style="list-style-type: none"> Identify observation ratings across school Identify observation ratings by grade/subject/subgroup Identify areas for feedback and professional development Identify instructional trends Percentage of teachers on CAP during 2014-2015 	School-level evaluation reports	98% of the teachers at Sovereign Ave. School scored effective or highly effective on their observations during the 2014-2015 school year.	Teachers have been focusing on the "power domains" (I, IV, VI, and VIII) during this school year.

Data Review & Analysis

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. What questions arise from these data?

. What trends emerge?

. What is the impact on achievement?

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Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
Other Indicators					
K-2 Language Arts	Growth in reading levels in grades K-2	Identify growth in the pre-testing grades	School-level evaluation reports	K - 79% of students at or above grade level at mid-year assessment 1 - 50% of students at or above grade level at mid-year assessment 11% increase from beginning of year) 2 - 68% of students at or above grade level	Continue to place a strong emphasis on the lower elementary grades especially in the area of literacy.
Analysis of Key Interventions Implemented from 2013 - 2014 and Current Year	Content Area or Population Addressed	Documentation of Effectiveness	Effectiveness	Measurable outcomes	Description of the Strengths and Challenges
Walkthroughs and observations focused on CCSS implementation	Whole school, SWD, LEP	Staff Observations	Effective	Staff Observation Reports	School Administrators are frequently seen in the classrooms, and are aware of what they are looking for in an effective learning environment and in quality instruction. A new walkthrough observation form is being developed to make areas of concern more clear to all administrators.
Teacher Collaboration on CCSS implementation	Whole school, SWD, LEP	Benchmarks, school SGP	Effective with additional focus needed	Student SGP was in the Typical and high typical range. Pre and Post benchmarks showed growth	In the second year of transition to CCSS, teachers have been more able to spend instructional time on CCSS, rather than on filling gaps from the transition. This should continue over the next several years, as students will have spent more of their school career under the CCSS.
Focused Teacher Professional Development	Whole school, SWD, LEP	SGOs	Effective with additional focus needed	All teachers who had a Math SGO focused on an area of fluency. 100% of teachers met or exceeded their effectiveness goal.	Math Fluency continues to progress throughout the grades. Additional professional development to address problem solving skills was held in 2014-2015, and will be scheduled again for 2015-2016.
After School Programs	Whole school, SWD, LEP	Benchmarks, SGP, WIDA	Effective with additional focus needed	Students showed growth on all measurable areas, as shown in the data above.	Strengths: In the early grades, more than half of students attend either the Title I or Title III after school programs. Challenges: Because the school runs programs for both the general population and for LEP students, getting the students sorted into the appropriate program can be a challenge. Getting students in the middle school grades to attend is also an issue.
Parent Programs	Whole school, SWD, LEP	Parent Center Class Attendance, Meeting Attendance	Effective	Over 200 parents attend PAC meetings and workshops each month.	The parent center is a significant resource for the school and the community. In addition to helping parents to better help their children, classes offered to the community include GED, citizenship, English as a Second Language, and driver's education.

Data Review & Analysis

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Think through the following questions in completing the data analysis:

. What does this metric tell you?

. What other forms of data would you like to review?

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. What is the impact on achievement?

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
Use of Technology in the classroom	Whole school, SWD, LEP	Student Created Artifacts, PARCC results	Effective with additional focus needed	Students are able to use computers for basic tasks such as word processing. They had little difficulty with the computer based aspect of the PARCC.	The students in the upper grades (3-8) have adequate basic computer skills, while the students in the lower grades are introduced to the computers. A STEM pilot program has been initiated. Additional STEM instruction will be necessary to insure that our students have the full range of skills necessary to be successful at the next level.

Root Cause Analysis

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Modifying Cells to Display Text

Select the cell you would like to modify. Next, click on "Home" tab. Then, under "Format," select "Autofit Row Height." The full text for the selected cell should then be visible.

Enter additional detail on issue highlighted as a high priority need identified through the QSR process and data analysis.

Areas of Focus for SMART Goals	Performance Challenge	Possible Root Causes (Based upon the QSR and data analysis, what factors are most likely to have contributed to this challenge?)	Strategies to Address Challenge (What does the root cause imply for next steps in improvement planning?)	Turnaround Principle Addressed
ELA & Literacy (TP3, TP4) (includes Social Studies & Science)	Students with disabilities missed their ELA performance targets for the 2013-2014 school year. Students with Limited English Proficiency met their performance targets, but only within the confidence interval. The school as a whole missed its performance target for the 2013-2014 school year.	Possible root causes that can be affected directly by the school include an absenteeism rate that is higher for students in the targeted subgroups than in the general population, the need for the targeted subgroups to have additional academic support in small groups, a need among parents for better ways to support their students' educational goals, a need for the school to provide support often found in the home	1: 3.2 Teachers use a variety of instructional and response strategies and students are actively engaged in their learning. Teachers use student learning data to inform their selection of instructional and response strategies.	3 - Effective Instruction
			2: 4.5 An intervention plan designed to meet the needs of students who are two or more years behind in ELA is planned, monitored and evaluated based on defined learning goals.	4 - Curriculum, Assessment & Intervention System
			3: 1.5 The principal insures that a rigorous and coherent standards based curriculum and aligned assessment system are implemented with fidelity.	1 - School Leadership
Math (TP3, TP4)	Students with disabilities missed their Math performance targets for the 2013-2014 school year. Students with Limited English Proficiency met their performance target, but only within the confidence interval. The school as a whole missed its performance target for the 2013-2014 school year.	Possible root causes that can be affected directly by the school include an absenteeism rate that is higher for students in the targeted subgroups than in the general population, the need for the targeted subgroups to have additional academic support in small groups, a need among parents for better ways to support their students' educational goals, a need for the school to provide support often found in the home.	1: 3.2 Teachers use a variety of instructional and response strategies and students are actively engaged in their learning. Teachers use student learning data to inform their selection of instructional and response strategies.	3 - Effective Instruction
			2: 4.5 An intervention plan designed to meet the needs of students who are two or more years behind in math is planned, monitored and evaluated based on defined learning goals.	4 - Curriculum, Assessment & Intervention System
			3: 5.3 Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and	5 - Effective Staffing
Climate & Culture (TP2)	Only 21% of families at Sovereign Avenue School speak English at home. Because many of these parents have immigrated from other countries, they and the community need support to learn the language and educational culture of their new home. In addition, many parents may not have completed their own education.	Many parents do not speak English, or have limited English skills. In addition, many received limited education in their home countries. These factors, such as the lack of English, the lack of a high school diploma, the lack of a driver's license, and not having US citizenship all contribute to the difficulty many parents face in finding quality jobs to support their families. In turn, they often work several low wage jobs, and are not able to be present to support their children with their education as they would like, or they do not have the knowledge necessary to support their children	1: 2.1 Surveys and observable data indicate that the school community takes pride in their building and procedures are consistently monitored and implemented. The school is the center of community activity.	2 - School Climate & Culture
			2: 2.3 The commitment to high expectations is communicated frequently to families about students' academic, social-emotional, and behavioral progress.	2 - School Climate & Culture
			3: 8.2 Existing community partnerships offer a range of services to address the needs of students and families proactively; there are ample data to reflect that these services are making a substantive difference for	8 - Family Engagement
Effective Use of Time (TP7)	Students with disabilities missed their Math and ELA performance targets for the 2013-2014 school year. Students with Limited English Proficiency met their performance targets, but only within the confidence interval. The school as a whole missed its performance targets for the 2013-2014 school year.	Because only 21% of the students speak English at home, and 64% of the students are economically disadvantaged, the students generally have gaps in vocabulary and in hands on experiences when compared to their peers in districts without these issues.	1: 6.3 A specific schedule and process for the analysis of ongoing formative assessment data tied to the CCSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring,	6 - Enabling the Effective Use of Data
			2: 7.2 The master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics.	7 - Effective Use of Time
			3: 7.3 The master schedule is clearly structured and designed to meet the professional development needs of staff.	7 - Effective Use of Time

SMART Goal 1

8.i

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Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date. It is not necessary to use all 20 action step lines. Use only as many steps as needed. **DO NOT CUT & PASTE or DELETE ROWS!**

SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	Sovereign Avenue School's lowest performing subgroups in grades K-5 will make 10 months of growth in reading benchmark levels based on Fountas and Pinnell Instructional Level Expectations for Reading and Time Equivalent Scores.	
Performance Challenge Being Addressed	Students with disabilities missed their ELA performance targets for the 2013-2014 school year. Students with Limited English Proficiency met their performance targets, but only within the	Turnaround Principle Addressed
Strategies to Address Challenge	1: 3.2 Teachers use a variety of instructional and response strategies and students are actively engaged in their learning. Teachers use student learning data to inform their selection of	3 - Effective Instruction
	2: 4.5 An intervention plan designed to meet the needs of students who are two or more years behind in ELA is planned, monitored and evaluated based on defined learning goals.	4 - Curriculum, Assessment & Intervention System
	3: 1.5 The principal insures that a rigorous and coherent standards based curriculum and aligned assessment system are implemented with fidelity.	1 - School Leadership
Target population <i>[Focus school subgroups only]</i>	SWE, ELL, Grades K-5	

Do not base goals on data that will be available after June 30, 2016.

To sort action steps by start date:
 Highlight the cells in the start date column, right click and select sort, oldest to newest.
Note: If you do this sort you will need to reorder your step numbers.

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1 11/15/2015	11/15/15 - 100% of students entering Sovereign Ave. School by 9/15/15 will be benchmarked to determine their initial level.	Fountas and Pinnell Benchmark	
EOC2 1/15/2016	1/15/2015 - The school expects to see students in grades K-5 and subgroups show an average of 3 months of growth in benchmark levels from entry level.	Fountas and Pinnell Benchmark/Guided Reading Level	
EOC3 3/15/2016	3/15/2015 - The school expects to see students in grades K-5 and subgroups show an average of 5 months of growth in benchmark levels from entry level.	Fountas and Pinnell Benchmark/Guided Reading Level	
EOC4 5/15/2016	5/15/2015 - The school expects to see students in grades K-5 and subgroups show an average of 7 months of growth in benchmark levels from entry level.	Fountas and Pinnell Benchmark/Guided Reading Level	
EOC5 6/30/2016	Sovereign Avenue School's lowest performing subgroups in grades K-5 will make 10 months of growth in reading benchmark levels based on Fountas and Pinnell Instructional Level Expectations for Reading and Time Equivalent Scores.	Fountas and Pinnell Benchmark	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	2	Provide summer school programs designed to meet the needs of the relevant subgroups and the community. Outreach to families with students in subgroups to encourage attendance.	4 - Curriculum, Assessment & Intervention System	7/1/2015	8/15/2015	Principal
2	2	Data management will be modified as necessary to record scores of targeted subgroups on district assessments.	4 - Curriculum, Assessment & Intervention System	9/1/2015	1/15/2016	Literacy Coach
3	1	Accelerated Reader will be offered for students in grades 2-5	3 - Effective Instruction	9/15/2015	6/1/2016	Principal
4	2	Hold ongoing Professional Development for staff relating to data and record keeping.	4 - Curriculum, Assessment & Intervention System	9/15/2015	6/1/2016	Literacy Coach

8.i

Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date. It is not necessary to use all 20 action step lines. Use only as many steps as needed. **DO NOT CUT & PASTE or DELETE ROWS!**

[illegible]

SMART Goal 1

8.i

[RETURN TO INSTRUCTIONS](#)

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SMART Goal 2

8.ii

[RETURN TO INSTRUCTIONS](#)

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Note: If you do this sort you will need to reorder your step numbers.

SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	Sovereign Avenue School's lowest performing subgroups will meet their benchmark growth targets of 35% on the final benchmark for the 2015-2016 school year.
Performance Challenge Being Addressed	Students with disabilities missed their Math performance targets for the 2013-2014 school year.
Strategies to Address Challenge	1: 3.2 Teachers use a variety of instructional and response strategies and students are actively engaged in their learning. Teachers use student learning data to inform their selection of 2: 4.5 An intervention plan designed to meet the needs of students who are two or more years behind in math is planned, monitored and evaluated based on defined learning goals. 3: 5.3 Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a
Target population [Focus school subgroups only]	ELL, SWD, Schoolwide

Turnaround Principle Addressed

- 3 - Effective Instruction
- 4 - Curriculum, Assessment & Intervention System
- 5 - Effective Staffing

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1 11/15/2015	11/15/15 - 100% of students will be administered a baseline test for Benchmark 1 to identify students in need of intervention.	District created Benchmark Assessments	
EOC2 1/15/2016	1/15/15 - The school expects to see scores improve 35% on average on district Benchmark 1. 100% of students will be administered a baseline test for Benchmark 2 to identify students in need of intervention.	District created Benchmark Assessments	
EOC3 3/15/2016	3/15/15 - The school expects to see scores improve 35% on average on district Benchmark 2. 100% of students will be administered a baseline test for Benchmark 3 to identify students in need of intervention.	District created Benchmark Assessments	
EOC4 5/15/2016	5/15/15 - The school expects to see scores improve 35% on average on district Benchmark 3. 100% of students will be administered a baseline test for Benchmark 4 to identify students in need of intervention.	District created Benchmark Assessments	
EOC5 6/30/2016	Sovereign Avenue School's lowest performing subgroups will meet their benchmark growth targets of 35% on the final benchmark for the 2015-2016 school year.	District created Benchmark Assessments	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	2	Provide summer school programs designed to meet the needs of the relevant subgroups and the community. Outreach to families with students in subgroups to encourage attendance.	4 - Curriculum, Assessment & Intervention System	7/1/2015	8/1/2015	Principal
2	1	Creation of online benchmark assessments that are aligned with the CCSS Skills Progression at each grade level to be administered on the Ed Connect System.	3 - Effective Instruction	9/1/2015	6/15/2016	Principal

SMART Goal 2

8.ii

[RETURN TO INSTRUCTIONS](#)

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3	3	Staff will engage in ongoing PD related to challenges faced by our students in math as found on state assessments, particularly solving open ended math problems and increasing perseverance.	5 - Effective Staffing	9/1/2015	6/15/2016	Math Coach
4	2	Hold ongoing Professional Development for staff relating to data use and targeted grouping including the implementation of the edConnect system.	4 - Curriculum, Assessment & Intervention System	9/15/2015	4/15/2016	Math Coach
5	3	Plan a parent math event focusing on math at home.	3 - Effective Instruction	9/15/2015	6/1/2016	Principal
6	2	Provide after school programs targeted to meet the needs of the various school subgroups and the community.	4 - Curriculum, Assessment & Intervention System	9/15/2015	5/1/2016	Principal
7	1	Provide additional opportunities for students to engage in STEM learning using different modalities of learning.	3 - Effective Instruction	9/15/2015	6/15/2016	Principal
8	2	Provide before school programs targeted to meet the needs of the various school subgroups and the community.	4 - Curriculum, Assessment & Intervention System	9/15/2015	6/15/2016	Principal
9	2	K-2 teachers, Math Coach, and administrators will meet to discuss benchmark data, identify students in need of intervention, and determine appropriate interventions during each marking period.	4 - Curriculum, Assessment & Intervention System	9/15/2015	6/1/2016	Math Coach
10	2	3-6 teachers, Math Coach, and administrators will meet to discuss benchmark data, identify students in need of intervention, and determine appropriate interventions during each marking period.	4 - Curriculum, Assessment & Intervention System	9/15/2015	6/15/2016	Math Coach
11	2	7-8 teachers, Math Coach, and administrators will meet to discuss benchmark data, identify students in need of intervention, and determine appropriate interventions during each marking period.	4 - Curriculum, Assessment & Intervention System	9/15/2015	6/15/2016	Math Coach
12	3	Teachers will attend professional development to improve knowledge of best practices in instruction and intervention.	5 - Effective Staffing	9/15/2015	5/1/2016	Principal
13						
14						
15						
16						
17						
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19						
20						

Corresponding Action Step No.	Resource	Funding Category	Funding Requested	Funding Source
3	Contract a Math Specialist to provide Professional Development on open ended math problems and increasing perseverance	INSTRUCTION - Purchased Professional & Technical Services	\$ 8,000.00	Federal Title I
5	Materials to be given away on math night flash cards, white boards, and other math manipulatives at cost TBD	SUPPORT SERVICES - Supplies & Materials	\$ 2,000.00	Federal Title I
6	Entry Fees for Math Olympiad/Academic Competitions	SUPPORT SERVICES - Other Objects	\$ 500.00	Federal Title I
7	STEM instructors 10 teachers @45.87/hr for 20 days (3.5 hrs per day)	INSTRUCTION - Personal Services - Salaries	\$ 32,109.00	Federal Title I
7	STEM instructors 10 teachers @45.87/hr for 20 days (3.5 hrs per day)	SUPPORT SERVICES - Personnel Services - Employee Benefits	\$ 2,456.00	Federal Title I
7	STEM Materials - WeDo Classroom Kit (24 Student Classroom, Lego NXT Kits for 35 Students)	INSTRUCTION - Supplies & Materials	\$ 5,100.00	Federal Title I

8.ii

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[illegible]

SMART Goal 3

8.iii

[RETURN TO INSTRUCTIONS](#)

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SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	Sovereign Avenue School's Parent Activity Center will have at least 200 parents per month participate in PAC meetings and workshops, and will have at least 500 community members participate in classes designed to meet community needs in order to increase community engagement at Sovereign Ave. School
Performance Challenge Being Addressed	Only 21% of families at Sovereign Avenue School speak English at home. Because ma
Strategies to Address Challenge	1: 2.1 Surveys and observable data indicate that the school community takes pride in their building and procedures are constantly monitored and implemented. The school is the 2: 2.3 The commitment to high expectations is communicated frequently to families about students' academic, social-emotional, and behavioral progress. 3: 8.2 Existing community partnerships offer a range of services to address the needs of students and families proactively; there are ample data to reflect that these services are making a substantive
Target population [Focus school subgroups]	SWD, ELL, Schoolwide

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Note: If you do this sort you will need to reorder your step numbers.

Turnaround Principle Addressed

2 - School Climate & Culture
2 - School Climate & Culture
8 - Family Engagement

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1 11/15/2015	11/15/15 - The PAC will have dates scheduled for PAC meetings, workshops, and classes that benefit the community for the 2015-2016 school year.	Attendance sign in from classes, agendas	
EOC2 1/15/2016	1/15/15 - PAC meeting attendance will be 200 per month, at least 4 classes per day will be offered.	Attendance sign in from classes, agendas	
EOC3 3/15/2016	3/15/15 - PAC meeting attendance will be 200 per month, at least 4 classes per day will be offered.	Attendance sign in from classes, agendas	
EOC4 5/15/2016	5/15/15 - PAC meeting attendance will be 200 per month, at least 4 classes per day will be offered.	Attendance sign in from classes, agendas	
EOC5 6/30/2016	Sovereign Avenue School's Parent Activity Center will have at least 200 parents per month participate in PAC meetings and workshops, and will have at least 500 community members participate in classes designed to meet community needs in order to increase community engagement at Sovereign Ave. School during the 2015-2016 school year.	Attendance sign in from classes, agendas	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	1	Schedule and hold regular PAC meetings to keep parents aware of school information.	2 - School Climate & Culture	10/1/2015	6/1/2016	PAC Center Advisor
2	2	Hold parent workshops focusing on ways for families to help their children in ELA and math at home.	2 - School Climate & Culture	10/1/2015	6/1/2016	PAC Center Advisor
3	3	Hold regular GED classes for the community.	8 - Family Engagement	10/1/2015	6/1/2016	PAC Center Advisor
4	3	Hold regular Driver's License classes for the community	8 - Family Engagement	10/1/2015	6/1/2016	PAC Center Advisor
5	3	Hold regular citizenship classes for the community.	8 - Family Engagement	10/1/2015	6/1/2016	PAC Center Advisor
6	3	Hold regular ESL classes for the community.	8 - Family Engagement	10/1/2015	6/1/2016	PAC Center Advisor
7	1	Establish a mentoring program for students in the middle school grades.	2 - School Climate & Culture	11/1/2015	6/1/2016	Principal

8.iii

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[illegible]

SMART Goal 4

8.iv

[RETURN TO INSTRUCTIONS](#)

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Note: If you do this sort you will need to reorder your step numbers.

SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	Sovereign Avenue School's SWD and ELL in grades 3-8 will show improvement in reading based on SRI lexile levels. Students who are three or more years behind will show at least one year's growth, and students who are less than three years behind grade level will show greater than .75 of a year of growth.
Performance Challenge Being Addressed	Students with disabilities missed their Math and ELA performance targets for the 2013
Strategies to Address Challenge	1: 6.3 A specific schedual and process for the analysis of ongoing formative assessment data tied to the CCSS aligned curriculum that includes the specific goals for improvement, defined 2: 7.2 The master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics. 3: 7.3 The master schedule is clearly structured and designed to meet the professional development needs of staff.
Target population [Focus school subgroups only]	SWD, ELL Grades 3-8

Turnaround Principle Addressed

6 - Enabling the Effective Use of Data

7 - Effective Use of Time

7 - Effective Use of Time

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1 11/15/2015	11/15/2015 - 100% of students in grades 3-8 will have taken the SRI to establish a baseline level to measure growth against.	Scholastic Reading Inventory	
EOC2 1/15/2016	1/15/2015 - The school expects to see students in grades 3-8 subgroups show an average of 3 months of growth in benchmark levels from entry level.	Fountas & Pinnell Benchmarks/Guided Reading	
EOC3 3/15/2016	3/15/16 - Sovereign Ave. School expects to see that on average studets have made between 38% and 50% of the recommended growth for one year on the SRI.	Scholastic Reading Inventory	
EOC4 5/15/2016	5/15/2015 - The school expects to see students in grades 3-8 subgroups show an average of 7 months of growth in benchmark levels from entry level.	Fountas & Pinnell Benchmarks/Guided Reading	
EOC5 6/30/2016	Sovereign Avenue School's SWD and ELL in grades 3-8 will show improvement in reading based on SRI lexile levels. Students who are three or more years behind will show at least one year's growth, and students who are less than three years behind grade level will show greater than .75 of a year of growth.	Scholastic Reading Inventory	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	1	Provide summer school programs designed to build the experiences and vocabulary of the designated subgroups and low income students.	6 - Enabling the Effective Use of Data	7/1/2015	8/15/2015	Principal
2	3	Provide professional development for teachers in increasing vocabulary through content areas, with a focus on hands on learning and experiences.	7 - Effective Use of Time	9/1/2015	1/1/2016	Principal

8.iv

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[illegible]

SMART Goal 4

8.iv

[RETURN TO INSTRUCTIONS](#)

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Budget Summary

9

[RETURN TO INSTRUCTIONS](#)

FY2016 - Project Period: July 1, 2015 to June 30, 2016

This page will automatically be updated based on the input on each SMART Goal intervention strategy sheet.

BUDGET CATEGORY	FUNCTION & OBJECT CODE	State/Local Budget for School	Federal Title I Funds Allocated to School	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	TOTAL
INSTRUCTION						
Personnel Services - Salaries	100-100	\$ -	\$ 39,526.00	\$ -	\$ -	\$ 39,526.00
Purchased Professional & Technical Services	100-300	\$ -	\$ 58,200.00	\$ -	\$ -	\$ 58,200.00
Other Purchased Services	100-500	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies & Materials	100-600	\$ -	\$ 7,058.00	\$ -	\$ -	\$ 7,058.00
Other Objects	100-800	\$ -	\$ -	\$ -	\$ -	\$ -
SUBTOTAL - INSTRUCTION		\$ -	\$ 104,784.00	\$ -	\$ -	\$ 104,784.00
SUPPORT SERVICES						
Personnel Services - Salaries	200-100	\$ -	\$ -	\$ -	\$ -	\$ -
Personnel Services - Employee Benefits	200-200	\$ -	\$ 2,893.00	\$ -	\$ -	\$ 2,893.00
Purchased Professional & Technical Services	200-300	\$ -	\$ -	\$ -	\$ -	\$ -
Purchased Property Services	200-400	\$ -	\$ -	\$ -	\$ -	\$ -
Other Purchased Services	200-500	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	200-580	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies & Materials	200-600	\$ -	\$ 2,000.00	\$ -	\$ -	\$ 2,000.00
Other Objects	200-800	\$ -	\$ 2,400.00	\$ -	\$ -	\$ 2,400.00
Indirect Costs	200-860	\$ -	\$ -	\$ -	\$ -	\$ -
SUBTOTAL - SUPPORT SERVICES		\$ -	\$ 7,293.00	\$ -	\$ -	\$ 7,293.00
Buildings	400-720	\$ -	\$ -	\$ -	\$ -	\$ -
Instructional Equipment	400-731	\$ -	\$ -	\$ -	\$ -	\$ -
Non-instructional Equipment	400-732	\$ -	\$ -	\$ -	\$ -	\$ -
SUBTOTAL - FACILITIES		\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL COST		\$ -	\$ 112,077.00	\$ -	\$ -	\$ 112,077.00

SIP Development Confirmation Page

[RETURN TO INSTRUCTIONS](#)**10**

Before finalizing your SIP, please make sure that you have addressed the following:

Please insert an "X" in the box for all completed actions.

- ☒ The School Improvement Plan addresses all eight turnaround principles.
- ☒ The results of the Quality School Review, completed in collaboration with the Regional Achievement Center staff, are included on the "QSR Summary" tab.
- ☒ The School Improvement Plan includes no more than four (4) SMART goals, with a SMART goal developed in each of the following areas:
- ☒ Literacy
 - ☒ Math
 - ☒ Climate and Culture
 - ☒ Use of Time
- ☒ All of the SMART goals and the interim goals are outcomes-based.
- ☒ The Budget Summary includes all planned expenditures, as identified within the 'Resources' section of the SMART goal pages.
- ☒ [For Focus schools] The School Improvement Plan includes interventions that target performance of the two lowest-performing subgroups.

Completed By Medina Peyton

Date Completed 25-Jun-15

	Number of TPs Addressed in the Strategies	Number of TPs Addressed in the Action Steps
<u>Turnaround Principles</u>		
1 - School Leadership	1	2
2 - School Climate & Culture	2	5
3 - Effective Instruction	2	8
4 - Curriculum, Assessment & Intervention System	2	12
5 - Effective Staffing	1	2
6 - Enabling the Effective Use of Data	1	2
7 - Effective Use of Time	2	5
8 - Family Engagement	1	6